

SOCIAL WORK CONTENT EXAM TEST PREP SESSIONS

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INST 217

AGENDA

MSW Graduation Requirements

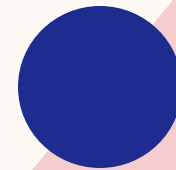
ILTS Testing Windows

Content Exam Preparatory Materials

Tips from 238 Passers

Q & A

Practice Questions Together



MSW GRADUATION REQUIREMENTS

A passing content exam score is not required for your upcoming May graduation from AU; you will earn your MSW on May 6 from AU, and your PEL will be awarded once a passing content exam score populates in your ELIS account.

Feel free and focus on wrapping up your AU semester before tackling the exam - perhaps mid to late May feels good...

CURRENT SCHOOL TRACK DATA FOR MAY AND JULY GRADUATES

There are 166 School Track students graduating in May and 8 in July.

The majority of the 174 students took and passed exam 238 before it faded away this past August.

21 students have passed 238, and 63 students, or 36% of the current School Track population, still need to pass exam 238; of those 63 students, 41 have taken it [at least once] and failed it.



ILTS TESTING WINDOWS

<i>4/10/2023–4/23/2023</i>	<i>5/5/2023</i>
<i>4/24/2023–5/7/2023</i>	<i>5/19/2023</i>
<i>5/8/2023–5/21/2023</i>	<i>6/2/2023</i>
<i>5/22/2023–6/4/2023</i>	<i>6/16/2023</i>
<i>6/5/2023–6/18/2023</i>	<i>6/30/2023</i>
<i>6/19/2023–7/2/2023</i>	<i>7/14/2023</i>
<i>7/3/2023–7/16/2023</i>	<i>7/28/2023</i>
<i>7/17/2023–7/30/2023</i>	<i>8/11/2023</i>

CONTENT EXAM PREPARATORY MATERIALS

- SSW Licensing Info Moodle Shell (ONL or on-campus)
- 238 and 184 Practice Tests
- Study.com & ASWB Practice Exams
- School Social Work Best Practice Guide
- Quizlet

TIPS FROM 238 PASSERS

I think the best tip that I got when preparing for this test was truly to pause and consider what the question is asking/looking for instead of thinking about which answer looks like the best "social worky" answer. This is what I think really helped me with passing it.

My advice for the exam would be for the test taker to really focus on exactly what the question is asking. One question on the exam asked for what the most "effective" answer to the stated scenario was while another question focused on the most "efficient" answer. While I may have had different opinions on what I personally would have done in those scenarios/questions, I focused solely on what the question was asking.

The test also asked many questions about what to do in teacher scenarios, i.e. how to best support teachers.

These are the most useful tips/tricks I can think of. Unfortunately, I believe this exam heavily emphasizes the test taker's reading comprehension skills rather than school social work knowledge.

Once you do the practice test, they show you the test again with your wrong answers as well as an explanation to why it was wrong. On top of that, I studied any terms that were featured on the test that I did not know, then made a study guide from there.

Other than that, I took my time on the test, and flagged a ton of questions to go back to if I wasn't 100% sure.

If you over think it too much, all of the answers become confusing and all seem wrong or right. Answer what you think your supervisor might recommend in the situational questions!

TIPS FROM 238 PASSERS

I studied practice questions that were created on quizlet of the previous exam. I felt like content and question wise this helped a lot even though the test is less questions than before. The other thing that helped me was ensuring I walked into the testing center with a ton of confidence. I was not confident at all when I took the exam the first time, and I also feel like the place I tested at (COD) was too busy and distracting. The second test I took was at the IT center in Naperville and that location was way less distracting, and I felt a lot more confident going into the second exam because I knew what to expect. I also highly recommend looking into interventions of grade levels you are not interning at. I am placed at an elementary school, which I feel like did not prepare me as well for middle school or high school questions, and I focused more on that while studying to take the second exam.

All I can offer as tips and tricks is to use positive self-talk and study terms we do not understand. If a question on the exam comes to the process of elimination, select the two best choices, make a note, and come back to it. Take your time in answering the "hard questions" and see yourself in the scenario. Reading through the school social work best practice manual is something I did differently from the first attempt.

Kath's Tips and Tricks

KATH'S TIPS AND TRICKS

Read through every question once. Ask yourself, "What is the question asking? Does my response answer the question?" If you are unsure, flag it and move on to return to at the end.

Content from 4/19 exam:

PIE (application question)

Piaget (application question)

Group phases

NASW code of Ethics

Goal Attainment Scaling (GAS) (involves establishing goals and specifying a range of outcomes or behaviors that would indicate progress toward achieving those goals; baseline GAS scores aren't possible – GAS scores are collected at end of year)

Validity of assessment tool

Multicultural education

Ecological-biological

Ecological perspective

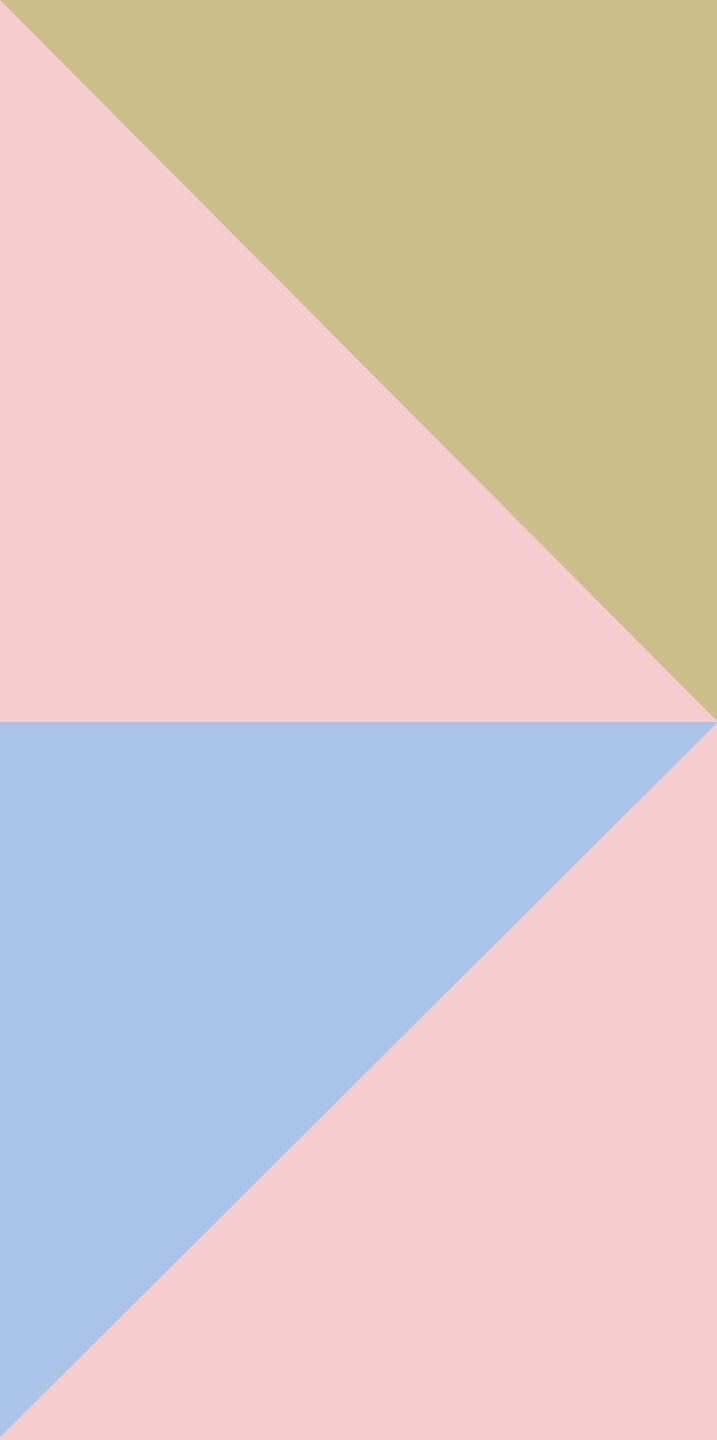
Substance use support – Alanon; phone call from HS parents (both scenarios)

Self-assessment process & value

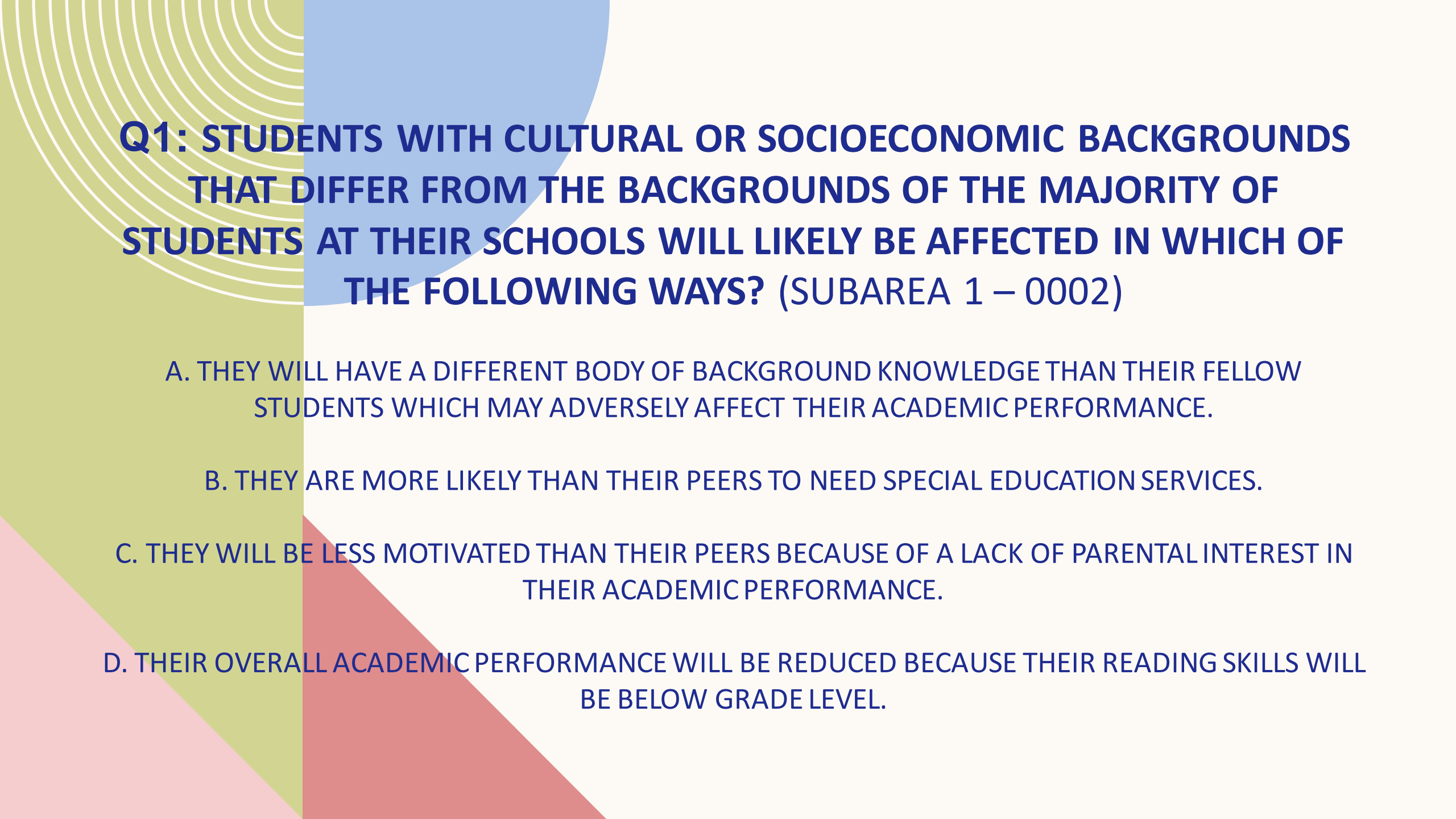
SDS

FBA

Consultation w/ teachers



NOTE: THE REMAINING SLIDES ARE PRACTICE TEST QUESTIONS THAT ARE STRICTLY MY OPINION. PLEASE KNOW THAT I MAY OR MAY NOT BE CORRECT IN ALL OF MY RESPONSES.



Q1: STUDENTS WITH CULTURAL OR SOCIOECONOMIC BACKGROUNDS THAT DIFFER FROM THE BACKGROUNDS OF THE MAJORITY OF STUDENTS AT THEIR SCHOOLS WILL LIKELY BE AFFECTED IN WHICH OF THE FOLLOWING WAYS? (SUBAREA 1 – 0002)

- A. THEY WILL HAVE A DIFFERENT BODY OF BACKGROUND KNOWLEDGE THAN THEIR FELLOW STUDENTS WHICH MAY ADVERSELY AFFECT THEIR ACADEMIC PERFORMANCE.
- B. THEY ARE MORE LIKELY THAN THEIR PEERS TO NEED SPECIAL EDUCATION SERVICES.
- C. THEY WILL BE LESS MOTIVATED THAN THEIR PEERS BECAUSE OF A LACK OF PARENTAL INTEREST IN THEIR ACADEMIC PERFORMANCE.
- D. THEIR OVERALL ACADEMIC PERFORMANCE WILL BE REDUCED BECAUSE THEIR READING SKILLS WILL BE BELOW GRADE LEVEL.

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A. THEY WILL HAVE A DIFFERENT BODY OF BACKGROUND KNOWLEDGE THAN THEIR FELLOW STUDENTS WHICH MAY ADVERSELY AFFECT THEIR ACADEMIC PERFORMANCE.

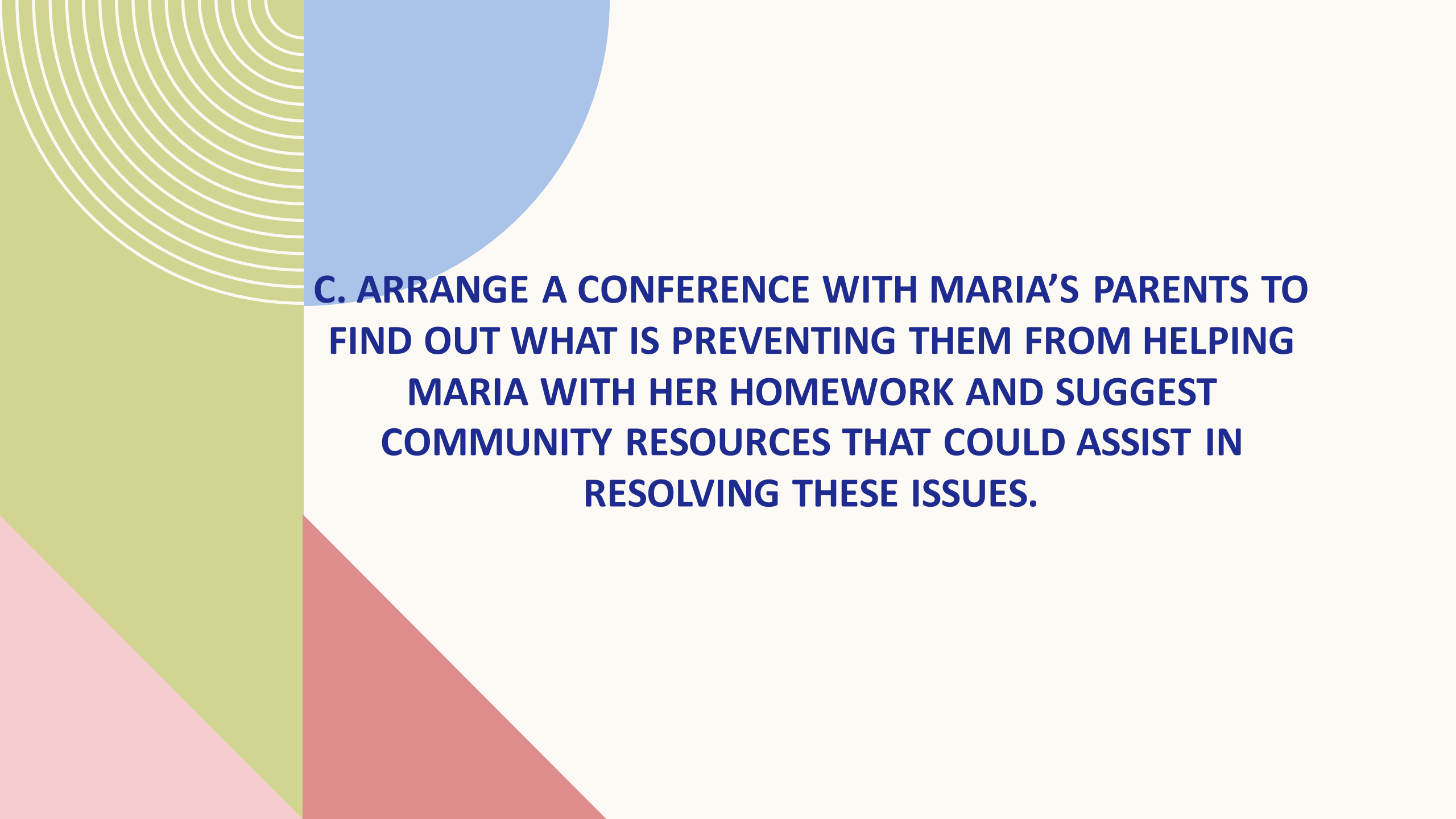
Q2: MARIA IS A 6TH GRADE STUDENT WHO TELLS HER SCHOOL'S SWER THAT SHE IS STRUGGLING IN SCHOOL BECAUSE HER PARENTS DO NOT HELP HER WITH HER HOMEWORK. WHICH OF THE FOLLOWING WOULD BE THE BEST INITIAL STEP FOR THE SWER TO TAKE TOWARDS HELPING MARIA ADDRESS THIS PROBLEM? (SUBAREA 1 – 0001/0002)

A. CALL MARIA'S PARENTS AND ASK THEM TO HIRE A PRIVATE TUTOR.

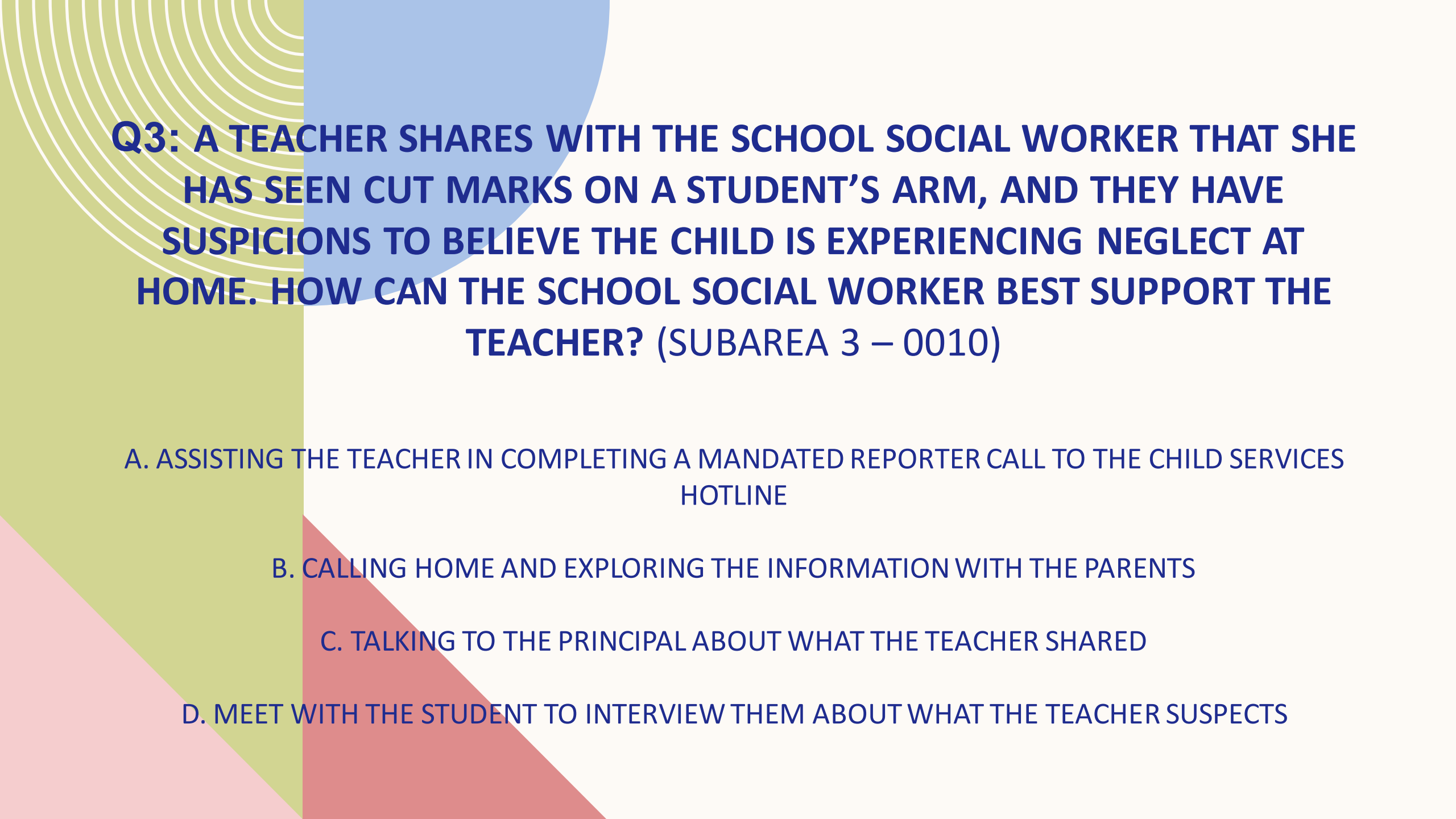
B. ASK MARIA'S TEACHER TO ARRANGE TO HELP MARIA WITH HOMEWORK BEFORE OR AFTER SCHOOL.

C. ARRANGE A CONFERENCE WITH MARIA'S PARENTS TO FIND OUT WHAT IS PREVENTING THEM FROM HELPING MARIA WITH HER HOMEWORK AND SUGGEST COMMUNITY RESOURCES THAT COULD ASSIST IN RESOLVING THESE ISSUES.

D. LET MARIA AND HER PARENTS KNOW THAT SHE WILL BE RECEIVING AFTER-SCHOOL DETENTION IF SHE DOES NOT COMPLETE FUTURE HOMEWORK ASSIGNMENTS.

The background features a white space on the right and a left side with a light green vertical band. This band contains a series of white concentric circles in the upper left and is bordered by a light blue shape at the top and a light red shape at the bottom.

**C. ARRANGE A CONFERENCE WITH MARIA'S PARENTS TO
FIND OUT WHAT IS PREVENTING THEM FROM HELPING
MARIA WITH HER HOMEWORK AND SUGGEST
COMMUNITY RESOURCES THAT COULD ASSIST IN
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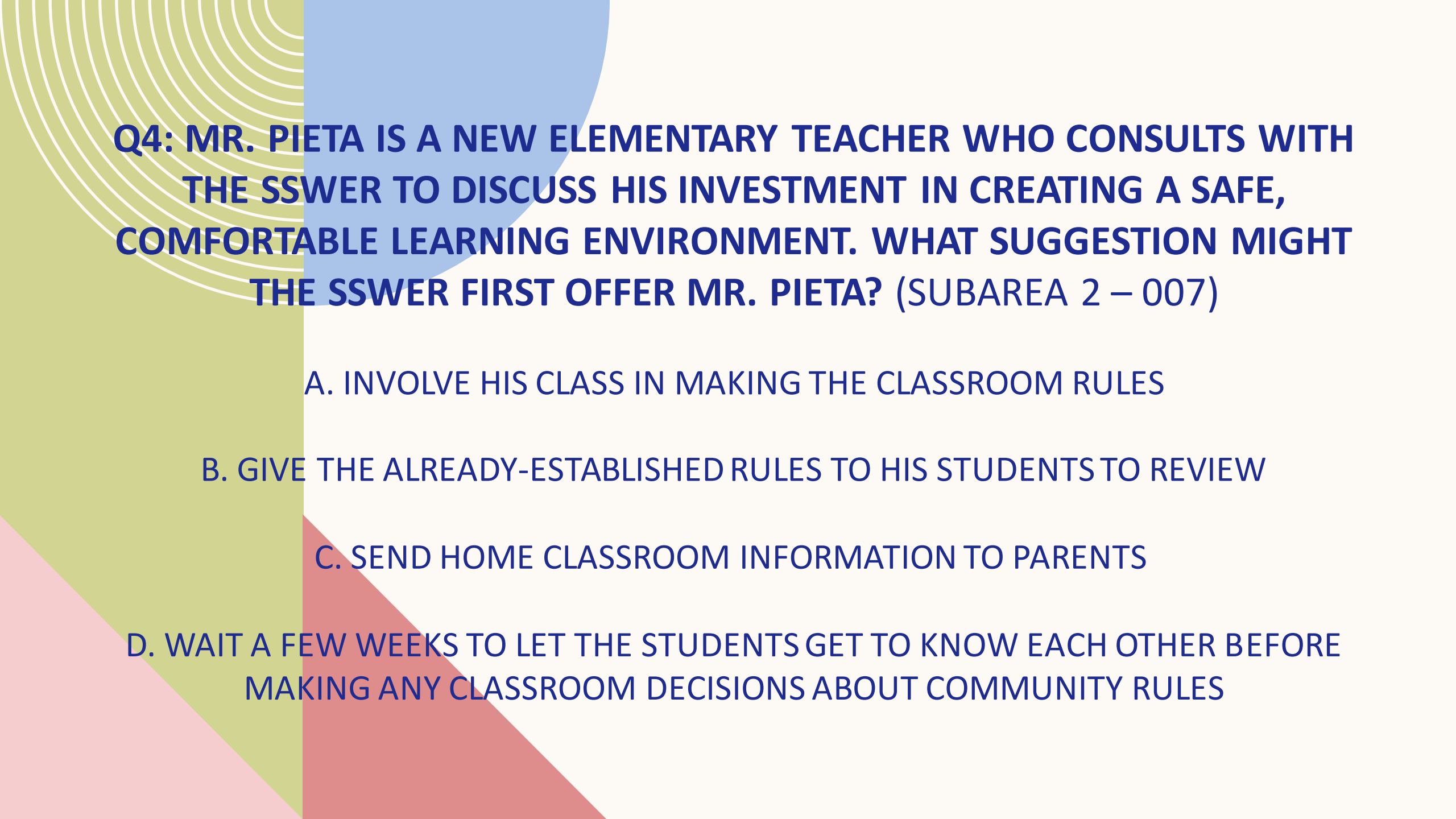


Q3: A TEACHER SHARES WITH THE SCHOOL SOCIAL WORKER THAT SHE HAS SEEN CUT MARKS ON A STUDENT'S ARM, AND THEY HAVE SUSPICIONS TO BELIEVE THE CHILD IS EXPERIENCING NEGLECT AT HOME. HOW CAN THE SCHOOL SOCIAL WORKER BEST SUPPORT THE TEACHER? (SUBAREA 3 – 0010)

- A. ASSISTING THE TEACHER IN COMPLETING A MANDATED REPORTER CALL TO THE CHILD SERVICES HOTLINE
- B. CALLING HOME AND EXPLORING THE INFORMATION WITH THE PARENTS
- C. TALKING TO THE PRINCIPAL ABOUT WHAT THE TEACHER SHARED
- D. MEET WITH THE STUDENT TO INTERVIEW THEM ABOUT WHAT THE TEACHER SUSPECTS

The background features a vertical line on the left side. To the left of this line, there are concentric white circles on a light green background. To the right of the line, there are solid colored shapes: a light blue semi-circle at the top, a light green rectangle below it, a light pink triangle at the bottom left, and a reddish-brown triangle at the bottom right.

A. ASSISTING THE TEACHER IN COMPLETING A MANDATED REPORTER CALL TO THE CHILD SERVICES HOTLINE.



Q4: MR. PIETA IS A NEW ELEMENTARY TEACHER WHO CONSULTS WITH THE SSWER TO DISCUSS HIS INVESTMENT IN CREATING A SAFE, COMFORTABLE LEARNING ENVIRONMENT. WHAT SUGGESTION MIGHT THE SSWER FIRST OFFER MR. PIETA? (SUBAREA 2 – 007)

A. INVOLVE HIS CLASS IN MAKING THE CLASSROOM RULES

B. GIVE THE ALREADY-ESTABLISHED RULES TO HIS STUDENTS TO REVIEW

C. SEND HOME CLASSROOM INFORMATION TO PARENTS

D. WAIT A FEW WEEKS TO LET THE STUDENTS GET TO KNOW EACH OTHER BEFORE MAKING ANY CLASSROOM DECISIONS ABOUT COMMUNITY RULES

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A. INVOLVE HIS CLASS IN MAKING THE CLASSROOM RULES



Q5: WHICH OF THE FOLLOWING STATEMENTS IS TRUE OF SELF-ASSESSMENT FOR SSWERS? (SUBAREA 3 – 0011)

- A. IT IS ONLY NECESSARY WITHIN THE CONTEXT OF CROSS-CULTURAL KNOWLEDGE AND SKILLS.
- B. IT IS ONLY REQUIRED FOR LICENSED PROFESSIONALS DURING THE FIRST THREE YEARS OF PRACTICE.
- C. SSWERS ARE TYPICALLY REQUIRED TO COMPLETE ROUTINE SELF-ASSESSMENTS TO MAINTAIN THEIR LICENSURE.
- D. SSWERS SHOULD CONTINUALLY ASSESS THEIR PERSONAL STRENGTHS AND NEEDS TO FIND WAYS TO IMPROVE THEIR PRACTICE.



**D. SSWERS SHOULD CONTINUALLY ASSESS THEIR
PERSONAL STRENGTHS AND NEEDS TO FIND WAYS
TO IMPROVE THEIR PRACTICE.**

Q6: THE SCHOOL IEP TEAM IS HAVING A DIFFICULT TIME WITH PARENTS WHO DISAGREE WITH THE DECISIONS BEING MADE. THE SCHOOL SOCIAL WORKER IS ASKED TO TALK TO THE PARENTS ABOUT THEIR DISAGREEMENT. WHAT STRATEGY SHOULD THE SCHOOL SOCIAL WORKER USE WITH THE PARENTS? (SUBAREA 2 – 0006)

A. ARRANGE TO MEET WITH THE PARENTS IN PRIVATE AND LISTEN TO THEM WITH INTENTION AND CARE

B. TELL THE PARENTS THAT WE NEED TO WORK TOGETHER TO FULFILL THE NEEDS OF THE CHILD

C. ADVISE THEM TO FILE DUE PROCESS

D.

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**A. ARRANGE TO MEET WITH THE PARENTS IN PRIVATE
AND LISTEN TO THEM WITH INTENTION AND CARE**

Q7) FIFTH GRADE STUDENTS ARE ASSIGNED A TASK OF COMPARING AND CONTRASTING THEIR EDUCATIONAL EXPERIENCES WITH THEIR PARENTS' EDUCATIONAL EXPERIENCES, BUT THEY ARE EXPERIENCING DIFFICULTY COMPLETING THIS TASK. WHAT EXPLANATION HELPS EXPLAIN THEIR DILEMMA? (SUBAREA 1 – 0001)

- A. SENSORIMOTOR
- B. PREOPERATIONAL
- C. CONCRETE OPERATIONAL
- D. FORMAL OPERATIONAL

The background features a vertical line that divides the space. To the left of this line, there are several overlapping geometric shapes: a light green circle at the top left, a light blue circle at the top right, a light pink triangle at the bottom left, and a light red triangle at the bottom right. The top left corner of the green circle contains a series of concentric white lines. The text 'B. PREOPERATIONAL' is positioned to the right of the vertical line, centered vertically.

B. PREOPERATIONAL

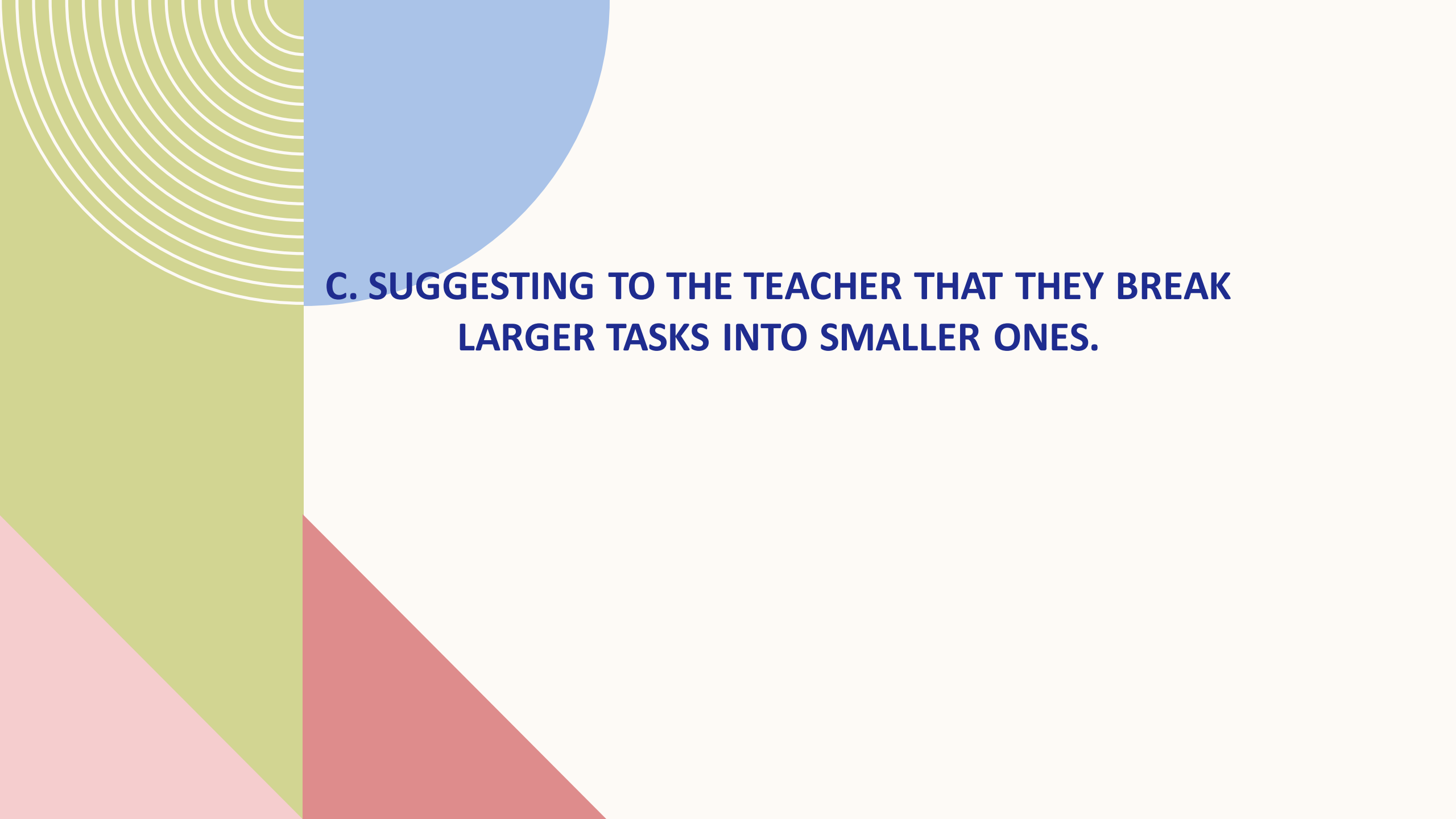
Q8) A TEACHER REPORTS TO THE SCHOOL SOCIAL WORKER THAT A MIDDLE SCHOOL STUDENT IS HAVING A DIFFICULT TIME COMPLETING MULTI-STEP TASKS WHEN INSTRUCTED BY THE TEACHER. WHEN THE SOCIAL WORKER MEETS WITH THE STUDENT, WHICH SUGGESTION MIGHT THEY OFFER THE STUDENT TO ASSIST THEM IN THEIR CLASSROOM? (SUBAREA 2 – 0007)

A. ATTENDING AFTER-SCHOOL DETENTION UNTIL THEIR WORK IS CAUGHT UP.

B. CALLING HOME TO ASK THE STUDENT'S PARENTS HOW THE STUDENT IS FUNCTIONING AT HOME.

C. SUGGESTING TO THE TEACHER THAT THEY BREAK LARGER TASKS INTO SMALLER ONES.

D. ASSIGNING THE STUDENT A PEER MENTOR.

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**C. SUGGESTING TO THE TEACHER THAT THEY BREAK
LARGER TASKS INTO SMALLER ONES.**

**THANK YOU
AND GOOD
LUCK!**

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